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ABSTRACT

This instrument contains 105 items designed to measure the classroom climate of the secondary school classroom. Students select one of four responses from strongly agree to strongly disagree. Data on reliability and scale correlations are provided. (MH)

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Learning Environment Inventory

(1967-68 edition)

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Learning Environment Inventory

Directions

The purpose of the questions in this booklet is to find out what your class is like. This is not a "test." You are asked to give your honest, frank opinions about the class which you are now attending.

Record your answer to each of the questions on the separate answer sheet provided. Please make no marks on the booklet itself. Answer every question.

In answering each question go through the following steps:

1. Read the statement carefully.
2. Think about how well the statement describes your class (the one you are now in).
3. Find the number on the answer sheet that corresponds to the statement you are considering.
4. Blacken the space on the answer sheet according to the following instructions:

   If you strongly agree with the statement, blacken space 1.
   If you agree with the statement, blacken space 2.
   If you disagree with the statement, blacken space 3.
   If you strongly disagree with the statement, blacken space 4.
5. You will have approximately 40 minutes to complete the 105 questions in the booklet. Be sure the number on the answer sheet corresponds to the number of the statement being answered in the booklet.

		Strongly agree	Agree	Disagree	Strongly disagree
1.	Members of the class do favors for one another.	1	2	3	4
2.	The books and equipment students need or want are easily available to them in the classroom.	1	2	3	4
3.	There are long periods during which the class does nothing.	1	2	3	4
4.	The class has students with many different interests.	1	2	3	4
5.	Certain students work only with their close friends.	1	2	3	4
6.	The students enjoy their class work.	1	2	3	4
7.	Students who break the rules are penalized.	1	2	3	4
8.	There is constant bickering among class members.	1	2	3	4
9.	The better students' questions are more sympathetically answered than those of the average students.	1	2	3	4
10.	The class knows exactly what it has to get done.	1	2	3	4
11.	There does not appear to be a group of interests shared by all members of the class.	1	2	3	4
12.	A good collection of books and magazines is available in the classroom for students to use.	1	2	3	4
13.	The class goes at a pace best suited for the smartest students.	1	2	3	4
14.	Every member of the class enjoys the same privileges.	1	2	3	4
15.	Students are seldom called upon to participate in the work of the class.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
16.	The class has rules to guide its activities.	1	2	3	4
17.	Personal dissatisfaction with the class is too small to be a problem.	1	2	3	4
18.	A student has the chance to get to know all other students in the class.	1	2	3	4
19.	The work of the class is frequently interrupted when some students have nothing to do.	1	2	3	4
20.	Students cooperate equally with all class members.	1	2	3	4
21.	Many students are dissatisfied with much that the class does.	1	2	3	4
22.	The better students are granted special privileges.	1	2	3	4
23.	The objectives of the class are not clearly recognized.	1	2	3	4
24.	Only the good students are given special projects.	1	2	3	4
25.	Class decisions tend to be made by all the students.	1	2	3	4
26.	The students would be proud to show the classroom to a visitor.	1	2	3	4
27.	The pace of the class is rushed.	1	2	3	4
28.	Some students refuse to mix with the rest of the class.	1	2	3	4
29.	Decisions affecting the class tend to be made democratically.	1	2	3	4
30.	Certain students have no respect for other students.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
31.	Some groups of students work together regardless of what the rest of the class is doing.	1	2	3	4
32.	Members of the class are personal friends.	1	2	3	4
33.	The class is well organized.	1	2	3	4
34.	Some students are interested in completely different things than other students.	1	2	3	4
35.	Certain students have more influence on the class than others.	1	2	3	4
36.	The room is bright and comfortable.	1	2	3	4
37.	Class members tend to pursue different kinds of problems.	1	2	3	4
38.	There is considerable dissatisfaction with the work of the class.	1	2	3	4
39.	Failure of the class would mean little to individual members.	1	2	3	4
40.	The class is disorganized.	1	2	3	4
41.	Much of the class time is spent on student activities and discussion.	1	2	3	4
42.	Certain students impose their wishes on the whole class.	1	2	3	4
43.	Most of the course material is covered in lectures and demonstrations.	1	2	3	4
44.	There are tensions among certain groups of students that tend to interfere with class activities.	1	2	3	4
45.	The class is well-organized and efficient.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
46.	Students are constantly challenged.	1	2	3	4
47.	Students are required to follow the textbook closely.	1	2	3	4
48.	Students are asked to follow a complicated set of rules.	1	2	3	4
49.	The class is controlled by the actions of a few members who are favored.	1	2	3	4
50.	Students don't care about the future of the class as a group.	1	2	3	4
51.	Each member of the class has as much influence as any other member.	1	2	3	4
52.	The members look forward to coming to class meetings.	1	2	3	4
53.	The subject studied requires no particular aptitude on the part of the students.	1	2	3	4
54.	Members of the class don't care what the class does.	1	2	3	4
55.	There are displays around the room.	1	2	3	4
56.	All students know each other very well.	1	2	3	4
57.	The classroom is too crowded.	1	2	3	4
58.	Students are not in close enough contact to develop likes or dislikes for one another.	1	2	3	4
59.	The class is rather informal and few rules are imposed.	1	2	3	4
60.	Students have little idea of what the class is attempting to accomplish.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
61.	There is a recognized right and wrong way of going about class activities.	1	2	3	4
62.	What the class does is determined by all the students.	1	2	3	4
63.	After the class, the students have a sense of satisfaction.	1	2	3	4
64.	Students often make presentations to the rest of the class.	1	2	3	4
65.	Students are encouraged to find out many things for themselves.	1	2	3	4
66.	Students in the class tend to be much brighter than those in the rest of the school.	1	2	3	4
67.	Each student knows the goals of the course.	1	2	3	4
68.	All classroom procedures are well-established.	1	2	3	4
69.	Certain students in the class are responsible for petty quarrels.	1	2	3	4
70.	Many class members are confused by what goes on in class.	1	2	3	4
71.	The class is made up of individuals who do not know each other well.	1	2	3	4
72.	The class divides its efforts among several purposes.	1	2	3	4
73.	The class has plenty of time to cover the prescribed amount of work.	1	2	3	4
74.	Students who have past histories of being discipline problems are discriminated against.	1	2	3	4
75.	Students do not have to hurry to finish their work.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
76.	Certain groups of friends tend to sit together.	1	2	3	4
77.	Students have to memorize specific information.	1	2	3	4
78.	The subject presentation is too elementary for many students.	1	2	3	4
79.	Students are well-satisfied with the work of the class.	1	2	3	4
80.	A few members of the class have much greater influence than the other members.	1	2	3	4
81.	There is a set of rules for the students to follow.	1	2	3	4
82.	Certain students don't like other students.	1	2	3	4
83.	The class realizes exactly how much work it is required to do.	1	2	3	4
84.	Students share a common concern for the success of the class.	1	2	3	4
85.	There is little time for day-dreaming.	1	2	3	4
86.	The class is working toward many different goals.	1	2	3	4
87.	The class members feel rushed to finish their work.	1	2	3	4
88.	Certain students are considered uncooperative.	1	2	3	4
89.	Most students sincerely want the class to be a success.	1	2	3	4
90.	There is enough room for both individual and group work.	1	2	3	4

		Strongly agree	Agree	Disagree	Strongly disagree
91.	Each student knows the other members of the class by their first names.	1	2	3	4
92.	Failure of the class would mean nothing to most members.	1	2	3	4
93.	The class has difficulty keeping up with its assigned work.	1	2	3	4
94.	There is a great deal of confusion during class meetings.	1	2	3	4
95.	Different students vary a great deal regarding which aspect of the class they are interested in.	1	2	3	4
96.	Each student in the class has a clear idea of the class goals.	1	2	3	4
97.	Most students cooperate equally with other class members.	1	2	3	4
98.	Certain students are favored more than the rest.	1	2	3	4
99.	Students have a great concern for the progress of the class.	1	2	3	4
100.	Certain students stick together in small groups.	1	2	3	4
101.	Most students consider the subject-matter easy.	1	2	3	4
102.	Students do not have time to ask questions during class.	1	2	3	4
103.	There is an undercurrent of feeling among students that tends to pull the class apart.	1	2	3	4
104.	Many students in the school would have difficulty doing the advanced work of the class.	1	2	3	4
105.	The objectives of the class are specific.	1	2	3	4

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Learning Environment Inventory
Scales, Items and Reliabilities 1967-68 edition

Scale	Cronbach Alpha Reliability*	Fisher Intraclass Correlation**	Correlation of Item With Scale***
Intimacy	.78	.82	
1. Members of the class do favors for one another.			.42
18. A student has the chance to get to know all other students in the class.			.66
32. Members of the class are personal friends.			.55
56. All students know each other very well.			.78
58. Students are not in close enough contact to develop likes or dislikes for one another.			.65
71. The class is made up of individuals who do not know each other well.			.76
91. Each student knows the other members of the class by their first names.			.73
Friction	.78	.77	
8. There is constant bickering among class members.			.52
30. Certain students have no respect for other students.			.69
44. There are tensions among certain groups of students that tend to interfere with class activities.			.70
69. Certain students in the class are responsible for petty quarrels.			.74
82. Certain students don't like other students.			.66
88. Certain students are considered uncooperative.			.65
103. There is an undercurrent of feeling among students that tends to pull the class apart.			.60
Cliqueness	.74	.77	
5. Certain students work only with their close friends.			.63
20. Students cooperate equally well with all class members.			.64
28. Some students refuse to mix with the rest of the class.			.60
31. Some groups of students work together regardless of what the rest of the class is doing.			.65
76. Certain groups of friends tend to sit together.			.62
97. Most students cooperate equally with other class members.			.53
100. Certain students stick together in small groups.			.70

Learning Environment Inventory
Scales, Items and Reliabilities

Scale	Cronbach Alpha Reliability*	Fisher Intraclass Correlation**	Correlation of Item With Scale***
Apathy	.83	.79	
39. Failure of the class would mean little to individual members.			.67
50. Students don't care about the future of the class as a group.			.74
54. Members of the class don't care what the class does.			.64
84. Students share a common concern for the success of the class.			.72
89. Most students sincerely want the class to be a success.			.71
92. Failure of the class would mean nothing to most members.			.74
99. Students have a great concern for the progress of the class.			.72
Favoritism	.77	.53	
9. The better students' questions are more sympathetically answered than those of the average students.			.62
14. Every member of the class enjoys the same privileges.			.66
22. The better students are granted special privileges.			.71
24. Only the good students are given special projects.			.62
49. The class is controlled by the actions of a few members who are favored.			.66
74. Students who have past histories of being discipline problems are discriminated against.			.57
98. Certain students are favored more than the rest.			.76
Formality	.64	.82	
7. Students who break the rules are penalized.			.50
16. The class has rules to guide its activities.			.67
48. Students are asked to follow a complicated set of rules.			.40
59. The class is rather informal and few rules are imposed.			.60
61. There is a recognized right and wrong way of going about class activities.			.48
68. All classroom procedures are well-established.			.54
81. There is a set of rules for the students to follow.			.69

	Scale	Cronbach Alpha Reliability*	Fisher Intraclass Correlation**	Correlation of Item With Scale***
	Satisfaction	**.80**	**.74**	
6.	The students enjoy their class work.			.66
17.	Personal dissatisfaction with the class is too small to be a problem.			.53
21.	Many students are dissatisfied with much that the class does.			.67
38.	There is considerable dissatisfaction with the work of the class.			.68
52.	The members look forward to coming to class meetings.			.68
63.	After the class, the students have a sense of satisfaction.			.75
79.	Students are well-satisfied with the work of the class.			.77
	Speed	**.77**	**.71**	
27.	The pace of the class is rushed.			.70
73.	The class has plenty of time to cover the prescribed amount of work.			.77
75.	Students do not have to hurry to finish their work.			.78
85.	There is little time for day-dreaming.			.41
87.	The class members feel rushed to finish their work.			.81
93.	The class has difficulty keeping up with its assigned work.			.68
102.	Students do not have time to ask questions during the class.			.33
	Difficulty	**.66**	**.84**	
13.	The class goes at a pace best suited for the smartest students.			.48
46.	Students are constantly challenged.			.55
53.	The subject studied requires no particular aptitude on the part of the students.			.58
66.	Students in the class tend to be much brighter than those in the rest of the school.			.45
78.	The subject presentation is too elementary for many students.			.56
101.	Most students consider the subject-matter easy.			.60
104.	Many students in the school would have difficulty doing the advanced work of the class.			.60

Learning Environment Inventory
Scales, Items and Reliabilities

Scale	Cronbach Alpha Reliability*	Fisher Intraclass Correlation**	Correlation of Item With Scale***
Goal Direction	**.86**	**.71**	
10. The class knows exactly what it has to get done.			.70
23. The objectives of the class are not clearly recognized.			.76
60. Students have little idea of what the class is attempting to accomplish.			.78
67. Each student knows the goals of the course.			.77
83. The class realizes exactly how much work it is required to do.			.70
96. Each student in the class has a clear idea of the class goals.			.76
105. The objectives of the class are specific.			.76
Democratic	**.67**	**.54**	
25. Class decisions tend to be made by all the students.			.62
29. Decisions affecting the class tend to be made democratically.			.53
35. Certain students have more influence on the class than others.			.57
42. Certain students impose their wishes on the whole class.			.50
51. Each member of the class has as much influence as any other member.			.63
62. What the class does is determined by all the students.			.49
80. A few members of the class have much greater influence than the other members.			.63
Disorganization	**.81**	**.82**	
3. There are long periods during which the class does nothing.			.62
19. The work of the class is frequently interrupted when some students have nothing to do.			.58
33. The class is well organized.			.80
40. The class is disorganized.			.80
45. The class is well-organized and efficient.			.74
70. Many class members are confused by what goes on in class.			.58
94. There is a great deal of confusion during class meetings.			.68

Learning Environment Inventory
Scales, Items and Reliabilities

Scale	Cronbach Alpha Reliability*	Fisher Intraclass Correlation**	Correlation of Item With Scale***
Diversity	.58	.43	
4. The class has students with many different interests.			.53
11. There does not appear to be a group of interests shared by all members of the class.			.39
34. Some students are interested in completely different things than other students.			.61
37. Class members tend to pursue different kinds of problems.			.52
72. The class divides its efforts among several purposes.			.51
86. The class is working toward many different goals.			.54
95. Different students vary a great deal regarding which aspect of the class they are interested in.			.57
Environment	.65	.76	
2. The books and equipment students need or want are easily available to them in the classroom.			.51
12. A good collection of books and magazines is available in the classroom for students to use.			.61
26. The students would be proud to show the classroom to a visitor.			.57
36. The room is bright and comfortable.			.63
55. There are displays around the room.			.50
57. The classroom is too crowded.			.53
90. There is enough room for both individual and group work.			.64

*Based on data from a random sample of 464 students. This is the reliability of an individual student's scale score.

**Based on data from 29 large physics classes. This is an index of the reliability of the class mean.

***Based on data from 464 physics students. The effect of the item on the scale score has not been removed. All items correlate higher with the scale to which they have been assigned than with any other scale.